

Directions for the Plan for School Improvement Template:

All Low Performing schools must submit a plan for school improvement to NCDPI for review. The following document is an optional template to record a school's plan for improvement.

Once completed, this document or the school's choice of a Plan for Improvement document must be uploaded to <http://www.rep.dpi.state.nc.us/app/dstplan>.

Please note: The following MS Excel Workbook includes cells that contain formulas in order to allow information to populate on corresponding sheets. Thus, these formula cells are locked as well as the title cells. However, for the cells in which information (goals, strategies, action steps, etc.) will be entered, the rows are able to be stretched if the current row height of the cell is not sufficient.

To save the Excel file as a PDF, select File, Save As, and select PDF under Save as Type.
To save the entire Workbook as a PDF, use the Options button to select Publish What > Entire Workbook.

West Lenoir Elementary School Final School_Plan_Improvement_02015-2016 (2).xlsx - School Info Mission Vision

District Name:	School Name:	School Code:	Year:
Caldwell County Schools	West Lenoir Elementary School	392	2015-2016
Principal Name (or Designee)	Amy Lowman	Principal Name (or Designee) Email	alowman@caldwellschools.com
School Mission	West Lenoir Elementary will provide a secure environment, wherein students can confidently question, explore, and create in order to realize their full potential.		
School Vision	As 21st century teachers and learners, we are determined to lead, excel, and achieve.		
Data Analysis: Give a brief description of the data sources your team analyzed and the root causes uncovered during the analysis. What was learned from the data review? How did these data inform decisions for school improvement initiatives? (to include TWC, EOG/EOC results, attendance, graduation rates, among other sources of data)			

End of Grade testing, Internal Ready Review data, and Dynamic Indicators of Basic Early Literacy Skills (DIBELS) were considered when creating this plan for improvement. West Lenoir Elementary School serves a diverse population of students. Of the 177 students who attend WLES, currently <1% are Asian, 15% are African American, 45% are White, 32% are Hispanic, and 7% are two or more races. WLES is 100% free lunch. These demographics have been fairly static for three years, though the population is transitory in nature. In the 2013-2014 school year WLES had 115 enrollments or withdrawals. In 2014-2015 WLES had 109 enrollments or withdrawals. Student attendance in 2012-2013 was 96%, 96.30% in 2013-2014, and 95.34% in 2014-2015. WLES has met the AMO target for attendance for three consecutive years. Discipline data beginning with the 2012-2013 school year through the 2014-2015 school year shows that Multi-race students are more likely to be involved in discipline incidences than their Black, White, Hispanic, or Asian counterparts. Hispanic students are the least likely sub group to have discipline incidences with the three year Hispanic population at 31% compared to the incidences of discipline for this sub group at 22%. The population of Multi-race students over the three year period is 6%, while the overall discipline incident percentage for this sub-group is 18%. The Black student population for the three year period is 15% and the incident percentage for this sub-group during the same period of time is 15%. Comparatively, the White population is at 46% and the number of discipline incidences are 44% over the three year period. The number of discipline incidents according to Power School data are as follows: 69 incidences in 2012-2013, 79 in 2013-2014, and 76 in 2014-2015. Comparing grade level overall performance from the Internal Ready Review to discipline occurrences by sub-group, the Hispanic sub-group had a positive correlation between grade level performance and the least number of discipline referrals in 2014-2015. Alternatively, the greatest sub-group increase from 2012-2013 until 2014-2015 was the White sub-group. However, the number of discipline incidences from this sub-group was not significantly decreased during this period of time. Black and Multi-race overall performance grades according to the Internal Ready Review have not increased over this period of time, with the overall Black Grade Level Performance being 17.5% for Black students in 2014-2015 and 15.4% for Multi-race students in 2014-2015. Teacher turnover rate at WLES is consistently higher than the county and state percentage, the most current turnover rate being 30%. The 2012-2013 teacher turnover rate was 24%. Looking at North Carolina End of Grade information 73% of WLES students were proficient in science in the 2014-2015 school year, as compared to 57% proficient in science in 2013-2014, and 26% in the 2012-2013 school year. EOG reading scores for 2014-2015 were 38% as compared to 42% in 2013-2014, and 19% in 2012-2013. Overall math scores in 2014-2015 were 23% as compared to 33% in 2013-2014, and 21% in 2012-2013. WLES did not meet the AMO targets for all students in reading or math. Moreover, WLES did not meet the AMO targets in reading and math for White students or Economically Disadvantaged students. WLES did meet four out of seven AMO targets in reading and four out of seven targets in math. EVAAS growth status in 2014-2015 was 81.6, an increase from 68.1 in 2013-2014. The growth scores, while encouraging, do not diminish the urgency of raising the proficiency scores in reading and math. Since many WLES teachers are new or inexperienced, professional development for teachers will be provided in reading and math core instruction. Effective instruction will be actively monitored by teachers, instructional facilitators, administration, and district office staff in order to provide students with quality core instruction. In addition, we need to explore a possible correlation between higher incidences of Multi-race discipline referrals compared to other sub-groups, and overall lagging Multi-race performance scores.

West Lenoir Elementary School Final School_Plan_Improvement_02015-2016 (2).xlsx - Goals

District Name:	School Name:	School Code:	Year:
Caldwell County Schools	West Lenoir Elementary School	392	2015-2016
GOAL #1: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	Improve core instruction in literacy evidenced by a 10% increase in student proficiency. Proficiency will be measured in June, 2016, using mCLASS: Reading 3D Text and Reading Comprehension (TRC) and EOG data.		
	SBE Goal Alignment:	Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.	
	LEA Goal Alignment:	To increase Academic Achievement.	
	Indistar Indicator: (if applicable)		
Progress:	Progress Monitoring Status:	Partially Implemented	
GOAL #2: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	Improve core instruction in mathematics evidenced by a 20% increase in student proficiency. Proficiency will be measured in June, 2016, using EOG data.		
	SBE Goal Alignment:	Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.	
	LEA Goal Alignment:	To increase Academic Achievement.	
	Indistar Indicator: (if applicable)		
Progress:	Progress Monitoring Status:	Partially Implemented	
GOAL #3: (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	Improve core instruction in all subject areas evidenced by use of Sheltered Instruction Observation Protocol (SIOP) Components and Features in daily instruction. Fidelity will be measured through instructional rounds, walkthroughs, and observations with the SIOP Protocol.		
	SBE Goal Alignment:	Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.	
	LEA Goal Alignment:	To increase Academic Achievement	

West Lenoir Elementary School Final School_Plan_Improvement_02015-2016 (2).xlsx - Goals

	Indistar Indicator: (if applicable)	
Progress:	Progress Monitoring Status:	Began September, 2015

West Lenoir Elementary School Final School_Plan_Improvement_02015-2016 (2).xlsx - Goal 1 Strategies

District Name:	School Name:	School Code:	Year:
Caldwell County Schools	West Lenoir Elementary School	392	2015-2016
GOAL #1:	<i>Improve core instruction in literacy evidenced by a 10% increase in student proficiency. Proficiency will be measured in June, 2016, using mCLASS: Reading 3D Text and Reading Comprehension (TRC) and EOG data.</i>		
Strategy #1: Describe the strategy that will support this goal	<i>Implement Lettlerland to fidelity in the instructional core in grades K-2.</i>		
Progress:	Progress Monitoring Status:	Has Begun	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>1) Train staff in Letterland lesson delivery. 2) Conduct fidelity checks in Letterland instruction. 3) Implement lessons daily.</i>		
	Evidence: (Identify documents and artifacts)	Lesson plans, fidelity checks, walkthrough data, training logs, meeting agendas and minutes	
	Person(s) Responsible:	Classroom Teacher, Administration, Instructional Facilitators, District Office Staff as needed.	
	Timeline:	Lesson plans will be monitored and feedback will be provided weekly. The principal or designee will observe each teacher twice a week using the eleot tool. The NC Teacher Evaluation Process will also be utilized. Education Center staff will assist in fidelity checks with Letterland. We will use benchmark assessments to gauge student progress (BOY, MOY, EOY). In addition, MTSS weekly, monthly, and quarterly meetings for core, supplemental, and intensive students will be conducted to identify trends and establish instructional strategies and plans.	
	Budge Amount: (if applicable)		Budget Source: (if applicable)
Strategy #2: Describe the strategy that will support this goal	<i>Implement the North Carolina 90 Minute Literacy Block model as outlined in the NC Read to Achieve Comprehensive Reading Plan to fidelity in grades K-5.</i>		
Progress:	Progress Monitoring Status:	Has Begun	

Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	1) Train staff to use Daily 5/ Café strategies for incoportating literacy stations. 2) Provide training in the 90 Minute Literacy Block model. 3) Utilize Reading Foundation strategies to strengthen core instruction and improve the foundational core. 4) Train staff to use Instructional Rounds to collectively monitor fidelity and to drive instructional practices.			
	Evidence: (Identify documents and artifacts)	Lesson plans, fidelity checks, walkthrough data, training logs, meeting agendas and minutes		
	Person(s) Responsible:	Classroom Teacher, Administration, Instructional Facilitators, District Office Staff as needed.		
	Timeline:	Teachers were provide initial training by the instructional facilitators in the 2014-2015 school year. All teachers will implement the 90 Minute Literacy Block in the 2015-2016 school year.		
	Budge Amount: (if applicable)		Budget Source: (if applicable)	District Title I funds
Strategy #3: Describe the strategy that will support this goal	Implement Guided Reading and Close Reading strategies in grades 3-5 with fidelity.			
Progress:	Progress Monitoring Status:	Partially Implemented		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	1) Train staff in Guided Reading strategies. 2) Train staff in Close Reading strategies. 3) Utilize Guided Reading and/or Close Reading strategies daily.			
	Evidence: (Identify documents and artifacts)	Lesson plans, fidelity checks, walkthrough data, training logs, meeting agendas and minutes		
	Person(s) Responsible:	Classroom Teacher, Administration, Instructional Facilitators, District Office Staff as needed.		
	Timeline:	Select teachers will be provided a refresher training in the 2015-2016 school year in the areas of Guided and Close reading strategies. In turn, they will train other teachers by the end of the 2015-2016 school year.		
	Budge Amount: (if applicable)		Budget Source: (if applicable)	District Title I funds

West Lenoir Elementary School Final School_Plan_Improvement_02015-2016 (2).xlsx - Goal 2 Strategies

District Name:	School Name:	School Code:	Year:
Caldwell County Schools	West Lenoir Elementary School	392	2015-2016
GOAL #2:	<i>Improve core instruction in mathematics evidenced by a 20% increase in student proficiency. Proficiency will be measured in June, 2016, using EOG data.</i>		
Strategy #1: Describe the strategy that will support this goal	<i>Utilize the 8 Mathematical Practices in core instruction.</i>		
Progress:	Progress Monitoring Status:	Has Begun	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>1) Provide professional development on the 8 Mathematical Practices. 2) Incorporate appropriate the 8 Mathematical Practices daily. 3) Conduct fidelity checks, walkthroughs, and instructional rounds related to the 8 Mathematical Practices to impact instructional delivery.</i>		
	Evidence: (Identify documents and artifacts)	Lesson plans, fidelity checks, walkthrough data, training logs, meeting agendas and minutes, student work products	
	Person(s) Responsible:	Classroom Teacher, Administration, Instructional Facilitators, District Office Staff as needed.	
	Timeline:	Teachers have attended professional development in the area of the Eight Mathematical Practices. Walkthroughs will be completed twice a week by the principal or designee, in addition to the NC Teacher Evaluation process to check for fidelity. Instructional rounds will be implemented aligned to identified data trends throughout the 2015-2016 school year.	
	Budge Amount: (if applicable)		Budget Source: (if applicable)
Strategy #2: Describe the strategy that will support this goal	<i>Use SIOP components and features to differentiate classroom instruction schoolwide to meet the needs of all students.</i>		
Progress:	Progress Monitoring Status:	Has Begun	

Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	1) Use 99 Ideas and Activities for Teaching English Learners with The SIOP Model as a tool to incorporate the components and features of SIOP into daily classroom instruction. 2) Provide Professional Development on lesson plans incorporating SIOP components and features. 3) Staff will conduct instructional rounds and utilize data to impact core instruction in all subjects.			
	Evidence: (Identify documents and artifacts)	Lesson plans, fidelity checks, walkthrough data, training logs, meeting agendas and minutes, student work products		
	Person(s) Responsible:	Classroom Teacher, Administration, Instructional Facilitators, District Office Staff as needed.		
	Timeline:	SIOP professional development will be completed for all teachers by December 3rd, 2015. Teachers will use SIOP strategies throughout the 2015-2016 school year. Fidelity checks will be documented by the principal, designee, and Education Center staff.		
	Budge Amount: (if applicable)		Budget Source: (if applicable)	District Title I and Title II funds
Strategy #3: Describe the strategy that will support this goal	Employ vertical alignment to implement strategies that will impact the mathematics instructional core in all grades.			
Progress:	Progress Monitoring Status:	Has Begun		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	1) Provide professional development in vertically aligning mathematics standards in grades K-5. 2) Through Professional Learning Communities (PLC) conduct vertical teaming strategies and determine the impact for cohesive instructional targets in each grade. 3) Develop and deliver lessons based on the completed vertical alignment.			
	Evidence: (Identify documents and artifacts)	Lesson plans, fidelity checks, walkthrough data, training logs, meeting agendas and minutes, student work products		
	Person(s) Responsible:	Classroom Teacher, Administration, Instructional Facilitators, District Office Staff as needed.		
	Timeline:	Weekly PLC meetings will occur. Select teachers are attending Math Foundations training in the 2015-2016 school year.		
	Budge Amount: (if applicable)		Budget Source: (if applicable)	District Title I funds

West Lenoir Elementary School Final School_Plan_Improvement_02015-2016 (2).xlsx - Goal 3 Strategies

District Name:	School Name:	School Code:	Year:
Caldwell County Schools	West Lenoir Elementary School	392	2015-2016
GOAL #3:	<i>Improve core instruction in all subject areas evidenced by use of Sheltered Instruction Observation Protocol (SIOP) Components and Features in daily instruction. Fidelity will be measured through instructional rounds, walkthroughs, and observations with the SIOP Protocol.</i>		
Strategy #1: Describe the strategy that will support this goal	<i>Provide professional development of the eight Components and thirty Features of SIOP to all staff.</i>		
Progress:	Progress Monitoring Status:	Has Begun	
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>1) Provide monthly Professional Development phasing in the SIOP components and features.</i>		
	Evidence: (Identify documents and artifacts)	Lesson plans, fidelity checks, walkthrough data, training logs, meeting agendas and minutes, student work products	
	Person(s) Responsible:	Classroom Teacher, Administration, Instructional Facilitators, District Office Staff as needed.	
	Timeline:	September, 2015 - June, 2016	
	Budge Amount: (if applicable)		Budget Source: (if applicable)
Strategy #2: Describe the strategy that will support this goal	<i>Use SIOP components and features to differentiate classroom instruction schoolwide to meet the needs of all students.</i>		
Progress:	Progress Monitoring Status:	Has Begun	
Tasks/Action Steps: Describe the action steps that will be taken to support this	<i>1) Use 99 Ideas and Activities for Teaching English Learners with The SIOP Model as a tool to incorporate the components and features of SIOP into daily classroom instruction. 2) Provide Professional Development on lesson plans incorporating SIOP components and features. 3) Staff will conduct instructional rounds and utilize data to impact core instruction in all subjects.</i>		

West Lenoir Elementary School Final School_Plan_Improvement_02015-2016 (2).xlsx - Goal 3 Strategies

	Evidence: (Identify documents and artifacts)	Lesson plans, fidelity checks, walkthrough data, training logs, meeting agendas and minutes, student work products		
	Person(s) Responsible:	Classroom Teacher, Administration, Instructional Facilitators, District Office Staff as needed.		
	Timeline:	SIOP training for teachers will be complete by December 3, 2015. Teachers will be observed twice weekly during the 2015-2016 school year to check for fidelity by the principal, designee, and Education Center staff. Lesson plans will be submitted weekly and checked for use of SIOP Components and Features. Instructional rounds will be implemented aligned to identified data trends throughout the 2015-2016 school year.		
	Budge Amount: (if applicable)		Budget Source: (if applicable)	District Title I and Title II funds
Strategy #3: Describe the strategy that will support this goal	<i>Conduct fidelity checks for the demonstration of the SIOP Components and Features previously taught during Professional Development.</i>			
Progress:	Progress Monitoring Status:	Has Begun		
Tasks/Action Steps: Describe the action steps that will be taken to support this strategy.	<i>1) Complete fidelity checks each month. 2) Review fidelity check data in PLCs to revise lesson plans that will impact core instruction in all subjects. 3) Staff will conduct instructional rounds and utilize data to impact core instruction in all subjects.</i>			
	Evidence: (Identify documents and artifacts)	Lesson plans, fidelity checks, walkthrough data, training logs, meeting agendas and minutes, student work products		
	Person(s) Responsible:	Classroom Teacher, Administration, Instructional Facilitators, District Office Staff as needed.		
	Timeline:	SIOP training for teachers will be complete by December 3, 2015. Teachers will be observed twice weekly during the 2015-2016 school year to check for fidelity by the principal, designee, and Education Center staff. Lesson plans will be submitted weekly and checked for use of SIOP Components and Features.		
	Budge Amount: (if applicable)		Budget Source: (if applicable)	District Title I and Title II funds